

Trauma and Violence Informed Care Workshop for Teachers

Teachers play an integral role in the healthy growth and development of their students. Students that have experienced traumatic events, chronic adversity, and structural violence are vulnerable to a myriad of biological, social, emotional, and behavioural impairments (Blaustein, 2013). Problematic classroom behaviour, therefore, could be a reflection of exposure to trauma and violence. As teachers play an important front-line role in the lives of their students (Brunzell, Waters, & Stokes, 2015), it is important that teachers receive relevant and high-quality professional development, particularly in the area of trauma and violence-informed teaching practices. There is a gap in research on effective practices of educators when teaching school-aged children that are impacted by trauma (Alvarez, 2017; Cummings et al., 2017). Trauma and Violence Informed Care (TVIC) workshops will be provided to associate teachers within Thames Valley District School Board in connection with the Faculty of Education at Western University. Participants will be randomly assigned to a Waitlist Control Group, Workshop Group and Resources-Only Group. Pre and Post-tests consisting of the following scales: Attitudes Related to Trauma Informed Care (Baker, Brown, Wilcox, Overstreet & Arora, 2016) Mental Health Literacy (Rodger, 2018), and Teacher Well Being (Collie, Shapka, Perry & Martin, 2015) will be administered and then compared. Voluntary semi-structured interviews will take place following the workshop. An improvement in scores and interview responses will indicate the efficacy of TVIC workshops.